

**THE STUDENTS' SELF CONFIDENCE IN LEARNING ENGLISH  
AT SMPN 17 PEKANBARU**

Thesis  
Submitted To Fulfill One of Requirements  
For Undergraduate Degree in English Education



**BY**

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The Writer,

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## ABSTRACT

### **Edwar Pasaribu (2009): “The Students’ Self-Confidence in Learning English At SMPN 17 Pekanbaru”**

Self-confidence is very important in teaching and learning process, especially in teaching and learning English as a foreign language. In language learning, especially speaking, students' confidence is one of the factors to improve their learning, self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. Park and Lee (2005: 201-2) divided self-confidence into four factors, namely situational confidence, communication confidence, language potential confidence, and language ability confidence. Many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work.

In line with the phenomena of the research, the writer has seen some problems that should be discussed and overcome, namely the students' situational confidence, communication confidence, language potential confidence, language ability confidence, and students' self-confidence in general when they are taught with domino game at the second year of SMPN 17 Pekanbaru.

This study is conducted at SMPN 17 Pekanbaru. The subject of this study is the students at the second year of SMPN 17 Pekanbaru, and the object of this research is the students' self-confidence. To collect the data of the research, the writer used questionnaire as the main instrument. After the data obtained, the writer computes the percentage of the scores and analyzed through descriptive statistics.

$$P = \frac{F}{N} \times 100\%$$

Note:

P: Percentage

F: Frequency

N: Total Number of the Students

The research findings suggest that:

- a. The Situational confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into low (55.98).
- b. The Communication confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is also classified into low (51.69).
- c. The Language Potential confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into low (49.01) as well.
- d. The Language Ability Confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into middle (64.28).
- e. Generally, the Self-confidence of the students at the second year of SLTPN 17 Pekanbaru is categorized i

## ABSTRAK

### **Edwar Pasaribu (2009): “Kepercayaan Diri Siswa Dalam Belajar Bahasa Inggris di SMPN 17 Pekanbaru”**

Kepercayaan diri sangat penting dalam belajar bahasa Inggris dan proses pembelajaran, khususnya dalam mengajar dan belajar bahasa Inggris sebagai bahasa asing. Dalam belajar bahasa, khususnya ketika berbicara kepercayaan diri siswa menjadi salah satu faktor yang penting untuk meningkatkan kemampuan mereka. Kepercayaan diri secara signifikan memberikan kontribusi kepada pembelajar (siswa) berkomunikasi dalam bahasa asing\_ Park dan lee (2005: 201-2) kepercayaan diri terkait kepada 4 faktor seperti, situasi, kepercayaan komunikasi, kepercayaan potensi dan kemampuan bahasa.

Banyak prang merasa, sangat puas dan sukses ketika mereka memperoleh kemampuan berbahasa dengan lancar dan lincah. Ketika meneliti, penulis menemukan masalah yang mesti didiskusikan dan dipecahkan pada siswa. Masalah yang mesti dipecahkan itu, disebut dengan kepercayaan situasional, kepercayaan komunikasi, potensi bahasa, kemampuan bahasa dan kepercayaan diri siswa secara menyeluruh, ketika mereka diajar dengan menggunakan permainan domino pada kelas 2 di SMPN 17 Pekanbaru.

Pelajaran ini dilaksanakan di SMPN 17 Pekanbaru. Sebagai subjek pada pembelajaran adalah, siswa kelas 2 SMPN 17 Pekanbaru dan objek penelitiannya adalah, kepercayaan diri siswa. Instrumen utama, pada pengumpulan data di penelitian ini yaitu, metode tanya jawab. Setelah data diperoleh, kemudian penulis menghitung persentase angka dan menganalisisnya dengan mendeskripsikan data

$$P = \frac{F}{N} \times 100 \%$$

Catatan :

P = Persentase  
F = Frekuensi  
N = Jumlah Siswa

Peneliti memberikan saran bahwa ;

- Situasi kepercayaan siswa pada kelas 2 SMPN 17 Pekanbaru secara menyeluruh diklasifikasikan, rendah (55,98).
- Kepercayaan berbahasa siswa kelas 2 SMPN 17 Pekanbaru, umumnya juga dikategorikan, rendah (51,69)
- Potensi bahasa siswa pada kelas 2 SMPN 17 Pekanbaru umumnya, rendah (49,01).
- Kemampuan bahasa siswa kelas 2 SMPN 17 Pekanbaru umumnya, menengah (64, 28).
- Secara menyeluruh, kepercayaan diri siswa pada kelas 2 SMPN 17 Pekanbaru dikategorikan.Bai



## ملخص البحث

### إدوار فساريبو (2009): ثقة نفس الطلاب في تعلّم الإنجليزية بإستعمال لعبة الدومينو في المدرسة المتوسطة الحكومية 17 بيكانبارو

الثقة بالنفس مهمة جداً في تعليم وميّل العملية، خصوصاً في تعليم وتعلّم اللغة الانجليزية كلغة أجنبية. في تعلّم اللغة، متّكلم خصوصاً، تعتبر ثقة الطلاب إحدى العوامل لتحسين التعلّم. تُساهم ثقة نفس في رغبة المتعلمين بشكل ملحوظ للإتصال في اللغة الأجنبية. وقد قسّم فرك و لي (2005: 201-2) ثقة نفس إلى أربعة عوامل، ثقة موقعية يعني، ثقة لغة المحتملة، وثقة قدرة لغة. يبدو العديد من الأفراد أكثر راضية وناجحة عندما كسبوا على الأقل المستويات المستقلة أو الطليقة للبراعة، حيث يشعرون بالثقة في عملهم.

بتوافق مع ظواهر البحث، رأى الكاتب بعض المشاكل التي يجب أن تُناقش وتُتعلّب عليها، يعني ثقة الطلاب الموقعية، ثقة إتصال، ثقة لغة المحتملة، ثقة قدرة لغة، وثقة بالنفس الطلاب عموماً متى هم مُعلّمون بلعبة الدومينو في السنة الثانية المدرسة المتوسطة الحكومية 17 بيكانبارو.

هذه الدراسة مُجرية في المدرسة المتوسطة الحكومية 17 بيكانبارو، ومفعول هذه الدراسة الطالبة في المدرسة المتوسطة الحكومية 17 بيكانبارو، صلب موضوعه ثقة الطلاب. ستعمل الكاتب إستفتاء كالألة الرئيسية لجمع بيانات البحث. بعد أن حصل البيانات عليه، يحسب الكاتب النسبة المئوية من الأعداد كبيرة وحلّل إحصاء منخفض وصفي.

$$P = \frac{F}{N} \times 100\%$$

**الملاحظة :**

$$P = \text{المئوية}$$

$$F = \text{التردد}$$

$$N = \text{العدد الكلي للطلاب}$$

### المقترحات:

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

English is a widespread and important language in the world today. It is used for everything from international academic conferences to news reports to popular music lyrics. It is used not only for communication between native speakers and nonnative speakers of English but between nonnative speakers. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world, and more people will probably use it in the future.

In some countries, English is the sole or dominant language. It has the role in the United Kingdom, the United States, Canada, Australia, New Zealand, and Ireland. All of these countries are former British colonies and consider English as their first language. In other countries, English is widely used, particularly among people who have no other language in common, even though it is not the dominant language of the country. For example, English is widely used in Hong Kong, Singapore, Nigeria, the Philippines, and Malaysia. In such countries, it is often used as a means of communication between people who have different native languages and they consider English as their second language.

In Indonesia, however, English is spoken, written, and studied as a foreign language where it is not generally used as a medium of communication. English lessons are given in schools starting from Primary school to university. Millions

of students are learning English at schools because English is the first or most commonly taught foreign language in Indonesia.

Schaetzel and Ho (2003) states that students' ability to use and to understand a foreign or second language in both spoken and written communication is the purpose of teaching the language. Are we, foreign language teachers, aware of this purpose in our day to day teachings? In the context of teaching English as a foreign language in Indonesia, focus on achieving learners' communicative competence is still a dilemma. The fact that English as a Foreign Language (EFL) learners are not exposed to the need to use English in their daily life results in teachers as well as learners' tendency to focus on a certain language skill or a component of the English language.

In recent years, communicative language teaching (CLT) has been applied in Indonesia and from our own experience; it has shown its effectiveness in teaching and learning language. CLT is an approach that helps students be more active in real life situations through the means of individual, pair and group work activities. It encourages students to practice the language they learn in meaningful ways. In a CLT classroom, picture is one of the media, which requires students to actively communicate with their classmates, using their own language. Communicative Language Teaching (CLT) requires the provision of adequate teaching and learning facilities, which can be considerably costly.

The following are the key principles of Communicative language Teaching (CLT) (Richards and Rodgers, 1986, cited in Parrish, 2006):

1. The goal of instruction is learning to communicate effectively and appropriately.
2. Instruction is contextualized and meaning-based.
3. Authentic materials are incorporated from the start.
4. Repetition and drilling are used minimally.
5. Learner interaction is maximized; the teacher acts as a facilitator of learning.
6. Fluency is emphasized over accuracy.
7. Errors are viewed as evidence of learning.

The aim of teaching English at junior high school is to enable the students to use the language for daily needs (Depdiknas, 2004). In this case, the teacher plays the roles to provide the students with materials, which cover good exercises, activities, and tasks. One of them is game, such as picture game. Heaton (1975:142) says that a picture or series of pictures do not only provide the students with the basic materials for their composition but stimulates their imaginative power as well. In order to develop and finally achieve learners' communicative competence, self confidence raises an important issue in EFL classroom. This self confidence according to Balke (1999: 99) is a desire to try something challenging and sure about the ability to do. Self confidence is the combination of self-esteem and self – efficacy. Self-esteem refers to feeling and belief. Whereas self-efficacy refers to a capacity of confidence possessed by someone to accomplish as task or handle a case.

SMPN 17 Pekanbaru is one of the schools, which is concerned to improve the students' proficiency in English. It regards English as a main subject. English teachers there want their students to achieve the curriculum goals stated above. In the process of teaching and learning the teachers have used various media such as, pictures, domino game, maps, etc. In this school, the students were taught by qualified teachers graduating from English Education Department. The class was administered regularly. However, the students are usually passive learners and they are unable to use English in their daily lives and some of the students are reluctant to use English. Based on the preliminary study, the writer observed that some students were still uninterested in learning English. These phenomena can be seen below:

1. Some of students are not motivate to speak English with their teachers or friend.
2. Some of students encounter difficulties in using both spoken and written English.
3. Some of students have limited vocabularies and utterances.

Based on the writer's interview with the teachers, the students' English proficiency have not achieved yet. This has been resulted partly from the lack of self confidence of the students. They were often confused and were not sure of what and how to accomplish a task. For this reason, the writer is really interested in doing a research entitled: The Students' Self Confidence in Learning English At SMPN 17 Pekanbaru



## **B. Definition of the Terms**

Self-confidence means a point of view of someone toward his or her own capability (Clara, 1991: 83).

## **C. Problem**

### **1. Identification of the Problem**

Based on the background and symptoms above, the writer identifies the problems as follows:

- 1.1. The factors that unable students to use English.
- 1.2. The students' difficulties are facing in learning English.
- 1.3. The students' situational confidence.
- 1.4. The students' communication confidence.
- 1.5. The students' language potential confidence.
- 1.6. The students' language ability confidence.
- 1.7. The students' self-confidence in general.

### **2. Limitation of the Problem**

Due to very broad discussion, the writer then limits and focuses the problem on the scope of the students' confidence in learning English at SMPN 17 Pekanbaru.

### **3. Formulation of the Problem**

In this research, the problems of the research are formulated into the following questions:

- a) How is the students' situational confidence?
- b) How is the students' communication confidence?
- c) How is the students' language potential confidence?
- d) How is the students' language ability confidence?
- e) How is the students' self-confidence in general?

### **D. Objective and the Need of the Study.**

#### **1. Objective of the Study**

The objective of the research is to find out the students' self-confidence when they are taught with domino game. The subsequent objectives are to find out the students':

- a) Situational confidence.
- b) Communication confidence.
- c) Language potential confidence.
- d) Language ability confidence.

#### **2. Need of the Study**

1. In doing this study, the writer hopes that the result of this study might be useful to the advancement of English teaching and learning at SMPN 17.

2. The result of thus study can contribute and help the English teachers find the appropriate complementary material to develop the students' self-confidence in foreign language teaching and learning.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **a. The Nature of Self Confidence**

Trust is the confidence of trustiness about something that is trusted. Therefore, trust is assuming that something exists. According to Hakim (2005:6), self-confidence is self-confidence of someone toward all of the excess aspects that is owned and the confidence makes him to able to achieve the various targets in his life. In addition, according to Webster New Twentieth Century Dictionary (1987:2059) arrogant or excessive reliance on oneself : cockiness, over confidence (swaggering self-confidence and exaggerated efforts to keep up a good front-Christian science monitor).

According to Brown (2000: 145), self-confidence is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, self-confidence knowledge of yourself, and belief in your own capabilities for activity (Coppersmith 1967: in Brown, 2000: 145). By self-confidence, we refer to evaluation, which individuals make and customarily maintain with regard to themselves. It expresses an attitude of approval and indicates the extent to which individuals believe themselves to be capable, significant successful and worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience behavior.

According Raffini (1996: 181) self-confidence has been defined as appreciating one's own worth and importance, having the character to be countable for oneself, and acting responsibly toward others (Reasoner, 1982). Students with high self-confidence are more likely succeed in life because they have a clear sense of direction regarding their priorities and their goals. They can reflect on their plans and aspirations, and then take the necessary steps to achieve success. Therefore, it seems reasonable that activities designed to increase students' self-confidence will also increase their intrinsic motivation to learn.

Recommendations for Increasing Students Self-Confidence in the classroom  
(Raffini. 1996: 181)

1. Set high expectation for all students and assist students in achieving them.
2. Provide all students with ample amount of positive information feedback.
3. Always try explain the reason or purpose for rules, assignment, and learning activities.
4. Learn something unique about each student and occasionally mention it to them.
5. Value students' efforts as well as their accomplishments.
6. Help students learn to accept their mistakes and successes by occasionally modeling an analysis of your own errors and achievements.

7. Accept students as valuable, worthwhile human beings, although you may have to reject particular behaviors.
8. Celebrate the accomplishments and achievements of all students.
9. Encourage students to evaluate their relative to their behavior relative to their goals and prior level of achievement.
10. Create a psychologically safe climate in which students are encouraged to express their opinions and risk being different.

Richard-Amento (2003: 111) says that, in general, successful language learners appear to have higher self-esteem than those are unsuccessful. Most people would probably agree that high self-esteem usually leads to grater self-confidence.

Feel self-confident represent a confidence of someone to all excess aspect exists in himself and realizing in his every behavior. According to Surna (in Jushenri, 2007: 12), trust of self is the ability to appreciate potency, talent, strength, achievement, which is realized in the behavior which yields certain masterpieces according to the achievement and gives benefit in the effort of forming personality or self actualization.

Self-confidence can also be defined as positive attitude of an individual that he himself can develop positive assessment well. Self-confidence is a confidence of someone to all excess he has and it makes him feel to be able to reach the target in his life. Self-confidence do not emerge automatically by it self. There is certain process in an individual, which develops his self-confidence.

According to Hakim (2005: 6) the strong self-confidence is built through the following process:

1. The development of good personality suitable with the growing process, which bears the special excess.
2. The understanding toward the excess which bears strong confidence to be able to do everything by exploiting the strength.
3. The positive reaction and understanding toward the weakness that avoid the feeling of self-humiliated.
4. The desire to live by exploiting the ability and strength.

When someone comes up confidently, he will be able to concentrate in every situation and condition. According to Hakim (2005:4) some examples of the conditions are as follows:

1. Having the calm mind, free from, or at least avoid, the feeling of insecurity, worry, and fear. Worry is to keep thinking about unpleasant things that might happen about problems that you have. Moreover, fear is the bad feeling that you have when you are in danger, when something bad might happen or when a particular thing frightens you.
2. Having controlled mind; not easily affected by the surroundings or to turn over any other problems or conditions that enable others to control him.
3. Having relaxed body. 10
4. Having the long regular breath taking.
5. Having the normal heartbeat, no over palpitation.

According to Jacinda the following are some characteristic of individuals who have the proportional self-confidence:

1. Believing in his competence/ability, that he needs no praise, recognition, acceptance, or respect from others.
2. Being not impelled to show the attitude of compromise in order to be accepted by other people/groups.
3. Daring to accept and to face the rejection of others, dare to be himself.
4. Having good self-control, not moody, and have stable emotion.
5. Having the internal locus of control (regard that success or failure depends on his own effort, not easy to give in to his fate, and do not entrust to others' help).
6. Having the positive perception about himself, others, and his surroundings.
7. Having the realistic expectation toward himself, when the expectation is not attain, he/she can optimistically see the positive side of it.

According to Sudirman (1988, in Jushenri 2007:18) The factors influencing the process of forming self-confidence are:

1. The situation of family
2. The financial condition of family
3. The condition of residence
4. The condition of family environment
5. The educational background of parents
6. The pattern of family education
7. The influence of the other family members.



Self-confidence is usually based on the positive feeling toward one's self-esteem. On the other word, that we believe how we are meaningful and unique. The opposite of it is meaningless, and not able to face others' action. This kind of students is usually afraid of doing anything that to avoid being mistaken, oor to be laughed at by others. He always compares himself with others, that makes him unconfident to act toward any situation and condition. Some of the sources are the feeling of less clever, less rich, and less beautiful/handsome.

According Hakim (2005:5) some characteristics of an unconfident person are:

1. His strains occur higher and higher.
2. Secrete much sweat.
3. The heart beats rapidly.
4. Breathers irregularly.
5. Trembles on some parts of his body.
6. Looks pale.
7. His eyes blink more frequently.
8. His mind is surrounded by worry and nervousness.
9. Speaks unfluently and stuttered.
10. Feels awkward, wants to leave the situation immediately.

Therefore, some of the characteristics should be owned by students is courageous. It is the courage to give opinion, the courage to correct others' opinion, the courage to conduct a wide and deep investigation, etc. A student should be brave and dare to face and to overcome any difficulties he faces.

#### **a. The Importance of Self Confidence**

Confidence in oneself or one's own abilities: "Without self-confidence we are as babes in the cradle". Self-confidence is usually specific to particular tasks, a firm belief in one's own powers: aplomb, assurance, confidence, self-assurance, self-possession. Self-confidence thus enhances motivation, and this gives a time--inconsistent individual a strong incentive to build up the self-esteem of his future selves, so as to limit their procrastination. The benefits of confidence-maintenance must, however, be traded off against the risks of overconfidence.

Self-confidence is very important in teaching and learning process, especially in teaching and learning English as a foreign language. In language learning, especially speaking, students' confidence is one of the factors to improve their learning (Kelly and Watson, 1986: 4). Dornyei (2001), as cited in Songsiri (2007: 27) suggests the ways to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety. Gander (2006: 13-14) argued that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. A growing body of literature developed by Clement and associates (Clement, Dornyei, & Noels, 1994; Clement & Kruidenier, 1985; Gardner, Tremblay, & Masgoret, 1997) has established that a closely related construct, linguistic self-confidence, is an important component of second/foreign language motivation. In addition, MacIntyre, Dornyei, Clement, and Noels (1998) as cited by Park and Lee (2005: 199) suggested that self-confidence significantly contributes to the learners' willingness to communicate in

a foreign language. Park and Lee (2005: 201-2) divided self-confidence into four factors, namely:

1. Situational Confidence

This situational confidence is often viewed from how the students feel towards themselves, how they view themselves in the classroom and also the students' feeling towards their importance by others- if they needed by their classmates.

1. Communication Confidence:

This communication confidence is very often indicated by whether or not the students feel shy while communicating with the rest of the class, whether they feel shy when communicating with their teachers, whether they feel shy when communicating to new people.

2. Language Potential Confidence

This language potential confidence is viewed through their perception if they will get good English score someday, will use English perfectly someday, and whether they think that they will get great TOEFL score someday.

3. Language Ability Confidence

This language ability confidence refers to whether the students think that they can learn to speak English and if they think that they are good speaker of English now.

In this matter, the students are required to be braver, especially in speaking. In relation to this, educational institution or school is a place to make students knowledgeable and has many functions in order to improve the students' self-

confidence. According to Clara (1991: 49), a school has function as a place to realize the students' ability and talent and as an environment that gives new experience to the students. Therefore, school has a prominent role in order to improve the students' self-confidence.

De Angelis (1995: 34) suggests that there are some solutions to improve the students' self-confidence, they are:

1. The students have to be brave to do something or they have to be brave to try.
2. The students must not be afraid of making mistakes.
3. The students must be sure of doing something even though they are afraid very much.
4. The students must start right now.

In relation, Qubein (1990: 54) says that self-confidence is not:

1. To be proud of your abilities and success
2. To suppose that the others are weak
3. To win in every speech

Then, Qubein (1990: 60) adds that there are some ways to improve the students' self-confidence, namely:

1. Concentrate on the biggest power of you
2. Guide the confidence in your body
3. Make preparation for your best
4. Make a good relation with your friends who believe in you
5. Take a learning from your mistake

6. Celebrate to your win

7. Expanse your knowledge

According to Wright (2008), there are certain characteristics of those who have high confidence in their ability These are:

1. **They are ambitious.** They want more from life than existence or survival. They can envision themselves in better circumstances and surroundings.
2. **They are goal oriented.** They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.
3. **They have learned to communicate.** They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.
4. **They are loving and kind.** Those people who have a good inner self-image form nourishing relationships instead of toxic ones. They have learned to detach from relationships, which do not allow them to be authentic.
5. **They are attractive and open to others.** Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.

There are also universal characteristics of those who have low confidence to. These are:

1. **They are fearful of change.** Many people with low confidence in the future come from a basis of lack and live their life in fear of something.
2. **They are pessimistic and tend to see the glass as half empty.**
3. **They have difficulty communicating what they really want from life.**  
They have no clear idea of what they value and are muddy about goals and desires.
4. **They want to please others more than be true to themselves.** The desire to have peace at any price is more important than discovering their own potential. Almost as chameleons, lizards that change colors to fit the environment they are in, those who lack self-confidence.
5. **They are insecure and are drawn to others who also see themselves as victims.** They often form destructive and toxic relationships that reflect and increase their lack of self-worth.

Confidence, self-esteem or sure knowledge of who you are comes from knowledge of self-inspection. It is an intimate experience and resides in the core of your being. Internal work is the hardest labor you will ever do in your life. There is no greater barrier to strong, healthy and mutually respectfully relationships than lack of confidence.

If you hope to achieve a happy relationship with someone, nothing is more important than healthy self-esteem and confidence, for both you and the other

person. No greater barrier or roadblock exists in relationships than the deep-seated feeling that one is not loveable or worthy.

### **C. Relevant Research**

A research by Jushendri (2007) the title is the students' self-confidence in activity of discussion of the subject education of Islam at SMAN 1 Kecamatan Bunut Kabupaten Pelalawan aimed to know the students' self-confidence at SMAN 1 Kecamatan Bunut Kabupaten Pelalawan. The methods of collecting data used in this research were questionnaire, interview, and documentation. After gathering the data, he analyzed them by using descriptive quantitative analysis. Based on the result of the result of the research, self-confidence of students at SMAN 1 Kecamatan Bunut Kabupaten Pelalawan is categorized as **“High”**.

Nora Angraini (2007) conducted a research entitled the correlation between students' activity in speaking course and their speaking ability at the second semester students of English education department of faculty of education and teacher's training of state Islamic UIN SUSKA Riau. In this research, the writer used the questionnaire, and test to collect the data. The writer took 30 % of the population and used 42 of 136 as sample. By the result of this research, the score obtained was lower than r table either at level of 5 % or 1 %. It was formulated as  $0,304 < 0,537 > 0,393$ .

In the writer's opinion, the problems faced in the researches above are the same as in the writer's research, so the writer is interested in carrying out the problem with the title: The Students Self-Confidence In Learning English At SMPN 17 Pekanbaru. Most of the students of SMPN 17 Pekanbaru still have

problem in self-confidence when they are talking, because when they talk to show up their opinion in front of class, they have the problem about self-confidence and it makes them do not speak English.

A more formal action research into the use of language learning games has been carried out. Huyen & Nga (2003) observed the differences between language learning game use in selected classrooms and attitudes toward learning in control classes. The authors noted that the students generally found the atmosphere in the classes which used games more relaxed and conducive to learning. Anecdotal evidence provided by the teachers supported the proposition that the students were learning vocabulary more quickly in the game environment than by using more "traditional" methods. Of the 20 students surveyed, 18 expressed the belief that the games were "one of the most effective ways of learning vocabulary." However, the authors also noted that confusion can occur if games are not explained well enough, and further problems can occur if some members refuse to participate, especially if teams have been formed and it becomes difficult for the remaining team members to compete in games which are organized on competitive lines. The fast and informal pace of games also makes it difficult to enforce use of the target language, though the authors refer to research suggesting that this may not be a serious concern.

Huyen & Nga conclude that games contribute to vocabulary learning if they give students a chance to learn, practice and to review the English language in a pleasant atmosphere." They cite the relaxed atmosphere, friendly competitive



environment, and contextualization of vocabulary as advantages of learning games in language teaching.

#### **D. Operational Concept**

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. It is considered necessary to briefly clarify the variable employed in this study. This variable is subdivided into the following sub-variables:

##### **4. Situational Confidence:**

- Students feel that they are good students.
- Students feel that they are important for their class.
- Students feel that they their class need them.

##### **5. Communication Confidence:**

- Students do not feel shy speaking English to their classmates.
- Students do not feel shy speaking English to their teachers.
- Students do not feel shy speaking English to new people.

##### **6. Language Potential Confidence**

- Students think that they will get good English score someday.
- Students think that they will speak English perfectly someday.
- Students think that they will get great TOEFL score someday.

##### **7. Language Ability Confidence**

- Students think that they can learn to speak English.
- Students think that they are good speaker of English now.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location**

This research was conducted at the second year of SLTPN 17 Pekanbaru starting from March to April 2009.

#### **B. Population and Sample**

The population of this research is the third year students of SLTPN 17 Pekanbaru. It consists of 4 classes, namely 160 students. In this research, the writer only takes 17 students randomly from each of the four classes. So, the total of the samples is 70 students.

#### **C. Research Design**

This is a descriptive research, which is intended to describe objectively the students' self-confidence in learning English by using domino games, and to describe the basic features of the data in this research. It also provides simple summaries about the sample and the measures, together with simple graphics analysis; it forms the basis of virtually every quantitative analysis of data

## **D. Data Collection Technique**

### **1. Reliability**

According to DeCoster and Claypool (2004: 15), reliability has specific implications for the utility of research scale. The most that responses to the scale can correlate with any other variable is equal to the square root of the scales reliability. The variability in the measurement will prevent anything higher. Therefore, the higher the reliability of the scale, the easier it is to obtain significant findings. This is probably what researchers should think about when they want to determine if their scale has a high enough reliability. It should also be noted that low reliability does not call into question results obtained using a scale. Low reliability only hurts the chances of finding significant results. It cannot cause researchers to obtain false significance. If anything, finding significant results with an unreliable scale indicates that the researchers have discovered a particularly strong effect, since it was able to overcome the hindrances of their unreliable scale. In this way, using a scale with low reliability is analogous to conducting an experiment with a small number of participants.

Reliability coefficient for a good instrument is expected to exceed 0.70 and close to 1.00 (Tinambunan, 1988; in Shadewi, 2005:38). He also states the reliability of a test is considered as follows:

0.00 – 0.20 Reliability is low

0.21 – 0.40 Reliability is sufficient

0.41 – 0.70 Reliability is high

Above 0.70 Reliability is very high

In this research, the reliability obtained is .8439. This score indicates that the reliability of the instrument is very high.

## **2. Instrument**

Questionnaire will be used to measure the students' self-confidence. It is a set of questions to be answered by the respondents to identify their confidence in learning English. It is principally a self-administered and close questionnaire. It is used to obtain the data about the students' self-confidence. It is designed based on Likert scale which has 5 options. In this case, many researchers, on the other hand, try to delete or avoid the neutral alternative of the five options of the scale in order that the respondents do not choose the neutral one (Sevilla, et al., 1993: 225). In relation to that idea, the writer in this research also avoids the central alternative of the 5 options. Therefore, it has only 4 options (modified Likert Scale).

In this research, the respondents will be asked to answer questionnaire items by choosing one of the four alternatives. In favorable items, the scores will be:

- a. "Strongly agree" will be scored 4
- b. "Agree" will be scored 3
- c. "Disagree" will be scored 2
- d. "Strongly disagree" will be scored 1

On the other hand, the unfavorable items will be scored:

- a. “Strongly agree” will be scored 1
- b. “Agree” will be scored 2
- c. “Disagree” will be scored 3
- d. “Strongly disagree” will be scored 4

### **3. Data Analysis Technique**

Before the data are analyzed with qualitative and quantitative approaches, they will be previously rechecked to identify the completeness and correctness of the data, particularly for questionnaire, and then the writer gives scores based upon ordinal scale, namely from 1 to 4 on each questionnaire item. The scores will be then tabulated into the table of frequency distribution, which is used to answer the research questions. Then, the data will be analyzed with descriptive statistics.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

In this chapter, the writer presents the data and the data analysis of the data that has been collected at the second year of SMPN 17 Pekanbaru. In this case, the data presented are from the questionnaire. The main purpose of this research is to find out the students' self-confidence in learning English using domino game at second year of SMPN 17 Pekanbaru.

Questionnaire is the main instruments because it is considered necessary to elicit all the data needed. The questionnaire is organized based on the operational concept in this research.

In analyzing the results from the questionnaire, the writer uses the following category:

**Table IV. 1**

**Students' Self-confidence**

<b>NO</b>	<b>Rank</b>	<b>Category</b>
1	76 – 100	High
2	60 – 75	Midle
3	0 – 59	Low

Moreover, based on the calculation of the data of the questionnaire, the writer would like to present the categorization of each indicator of self-confidence used in this research.

**a. Students' Situational Confidence**

**Table IV. 2**

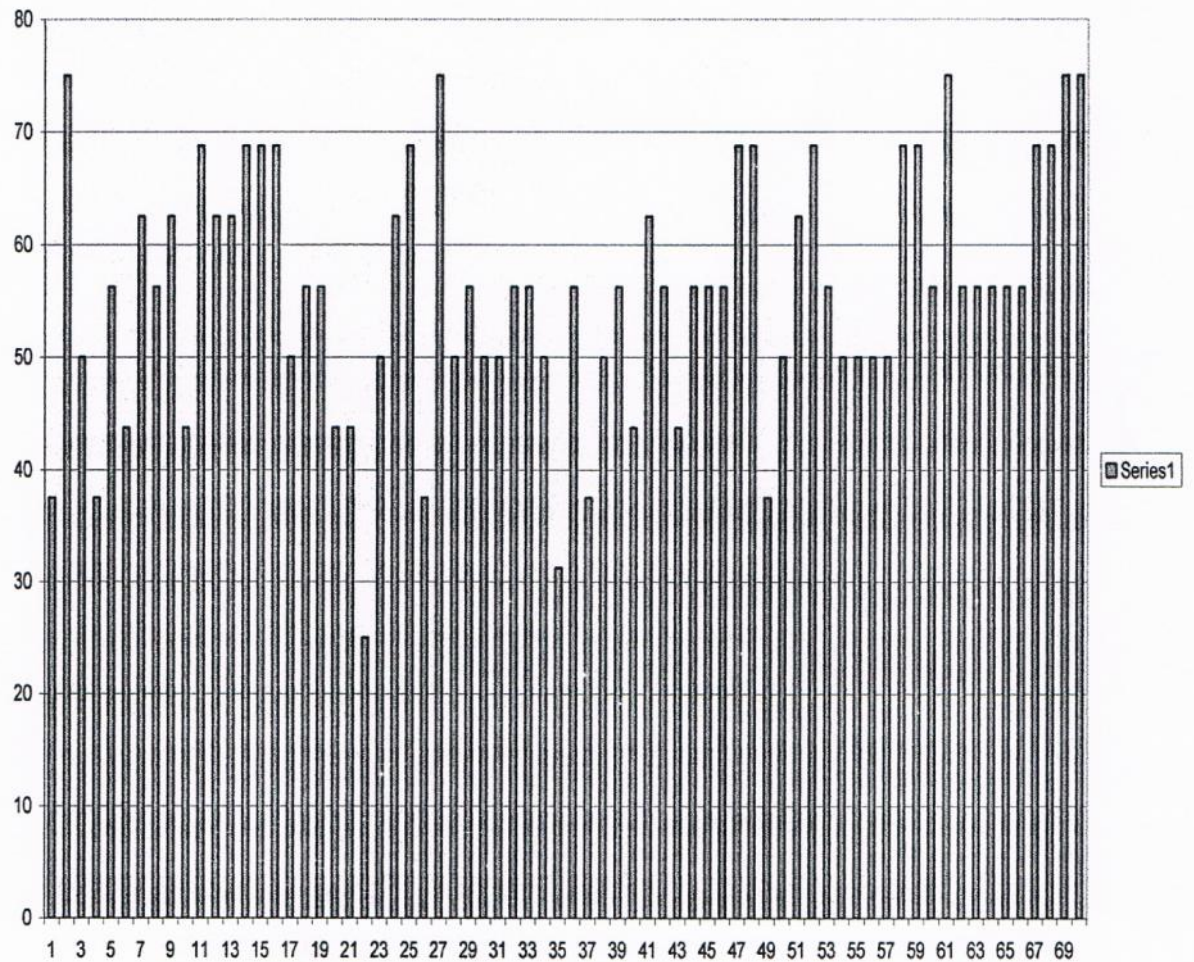
**Category for the Students' Situational Confidence**

<b>NO</b>	<b>RANK</b>	<b>NO. OF RSPONDEN</b>	<b>PERCENTAGE</b>	<b>CATEGORY</b>
<b>1</b>	76 – 100	0	0%	High
<b>2</b>	60 – 75	24	34.29%	Middle
<b>3</b>	0 – 59	46	65.71%	Low
<b>4</b>	<b>Total</b>	<b>70</b>	<b>100%</b>	

This table shows us that no students (0%) in the category of situational confidence are classified into having high level of situational confidence. Only 24 students (34.29%) are in middle level of situational confidence and 46 students (65.71 %) are in the low level of situational confidence. In general, this kind of confidence is classified into low (55.98). These data can be described in the following chart:

**Chart 1**

**Students' Situational Confidence**



**b. Communication Confidence**



**Table IV. 3**

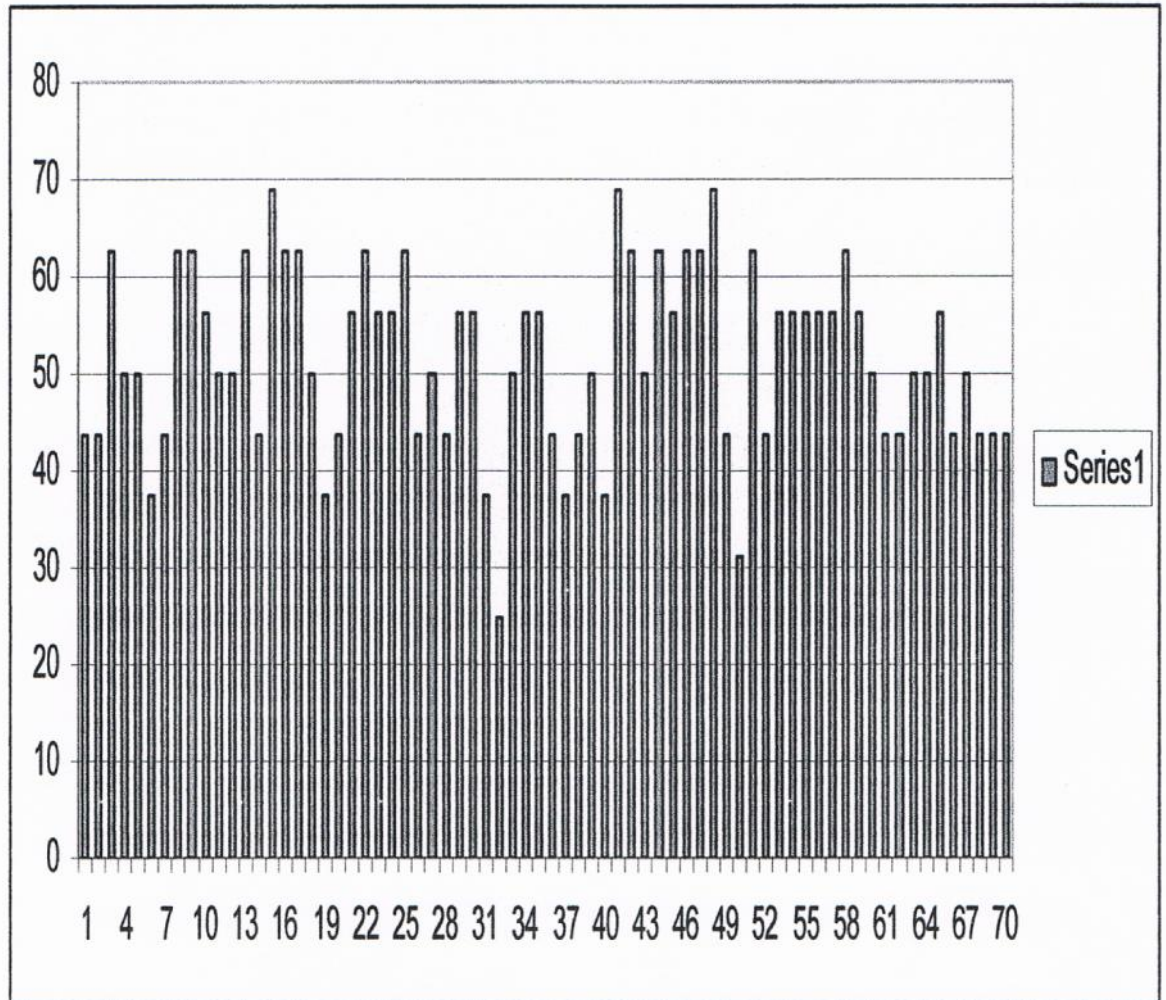
**Category for the Students' Communication Confidence**

<b>NO</b>	<b>RANK</b>	<b>NO. OF RSPONDENT</b>	<b>PERCENTAGE</b>	<b>CATEGORY</b>
<b>1</b>	76 – 100	0	0%	High
<b>2</b>	60 – 75	18	25.72%	Middle
<b>3</b>	0 – 59	52	74.28%	Low
<b>4</b>	<b>Total</b>	<b>70</b>	<b>100%</b>	

Table IV. 3 indicates that communication confidence of the 18 students (25.72%) in speaking English is in the level of middle category, 52 students (74.28%) are classified into having low level of communication confidence, and no students (0%) are classified into high level of communication confidence. From these data, the students' communication confidence is still considered low since most of the students are in the level of low communication confidence. In general, this kind of confidence is classified into low (51.69). The description of these data is presented below:

**Chart 2**

**Students' Situational Confidence**



**c. Language Potential Confidence**

**Table IV. 4**

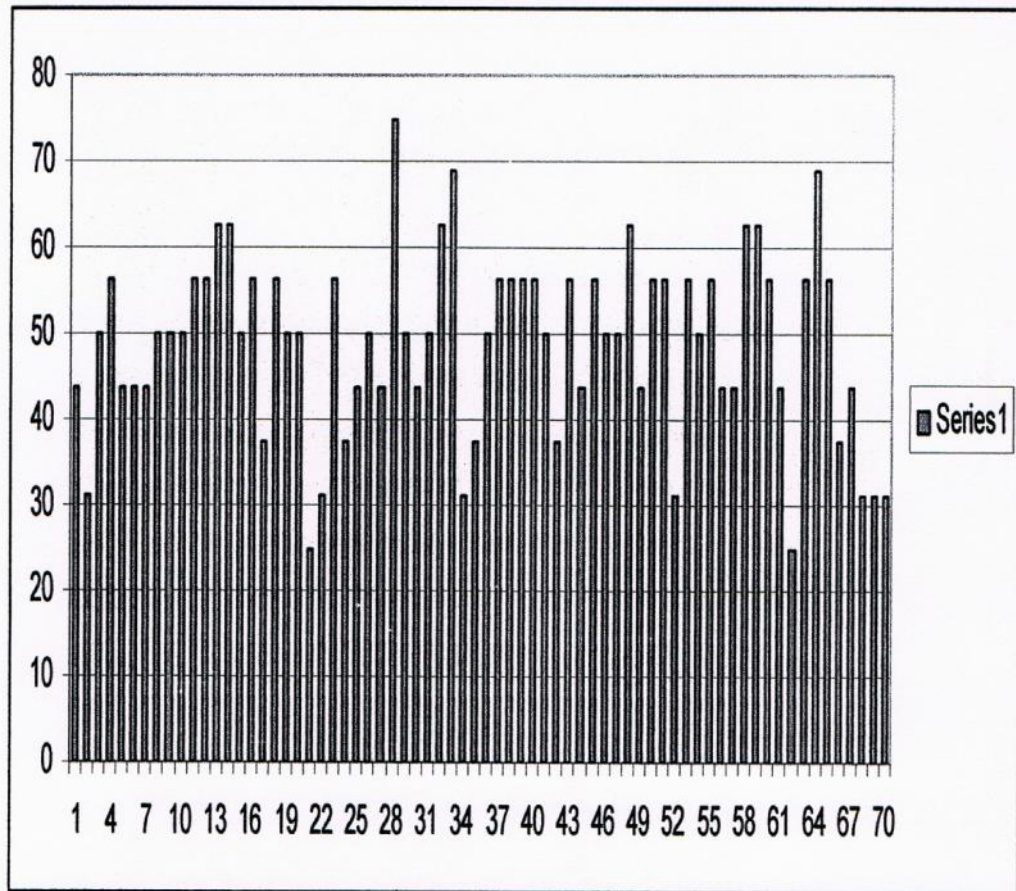
**Category for the Students' Language Potential Confidence**

<b>NO</b>	<b>RANK</b>	<b>NO. OF RESPONDENT</b>	<b>PERCENTAGE</b>	<b>CATEGORY</b>
<b>1</b>	76 – 100	0	0%	Higt
<b>2</b>	60 – 75	7	10%	Middle
<b>3</b>	0 – 59	63	90%	Low
<b>4</b>	<b>Total</b>	<b>70</b>	<b>100%</b>	

This table indicates that 63 of the respondents (90%) still have lower level of language potential confidence, and only 7 respondents (10%) are in the level of middle, and no students (0%) are found in the level of high language potential confidence. The data have shown that most of the students (90%) are in the low level of the confidence. In general, this kind of confidence is classified into low (49.01). These data can be described below:

**Chart 3**

**Students' Language Potential Confidence**



**d. Language Ability Confidence**

**Table IV. 5**

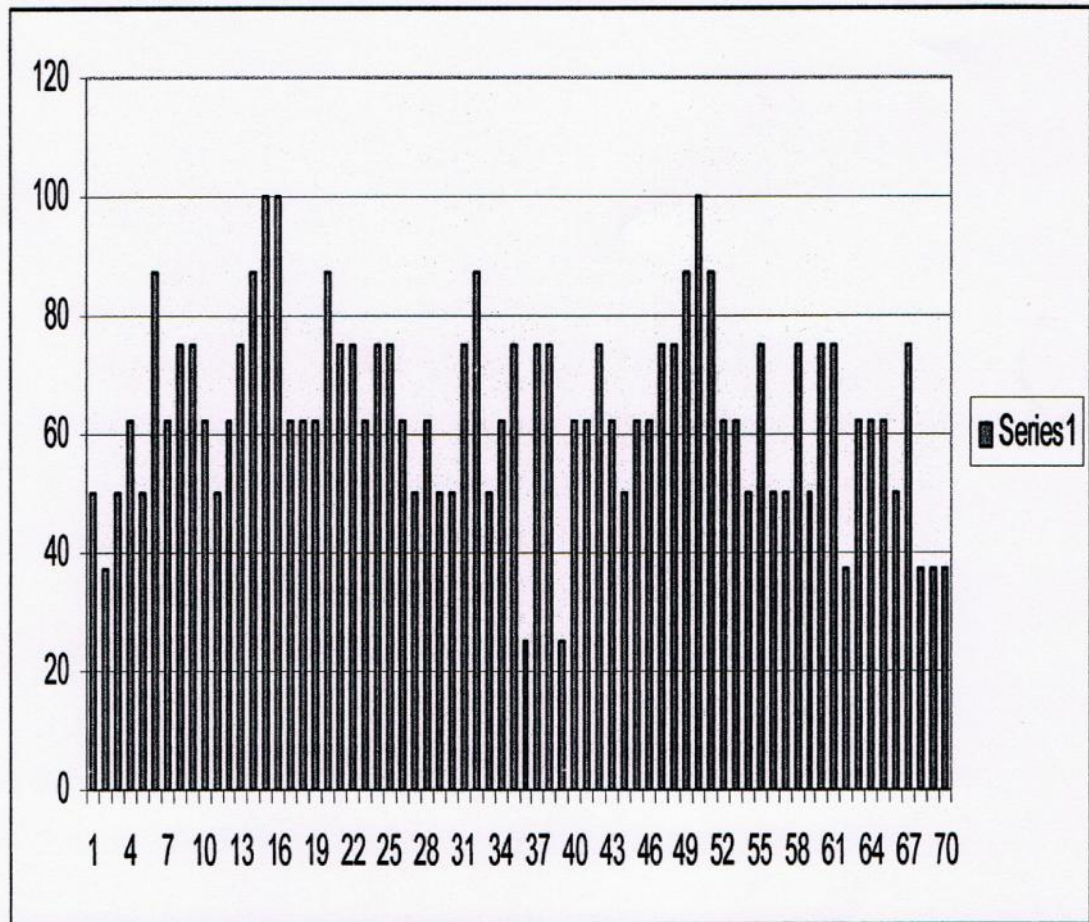
**Category for the Students' Language Ability Confidence**

<b>NO</b>	<b>RANK</b>	<b>NO. OF RESPONDENT</b>	<b>PERCENTAGE</b>	<b>CATEGORY</b>
<b>1</b>	76 – 100	9	12,85%	Higt
<b>2</b>	60 – 75	41	58.55%	Middle
<b>3</b>	0 – 59	20	28.57%	Low
<b>4</b>	<b>Total</b>	<b>70</b>	<b>100%</b>	

This table shows us that nine students (12.85%) are categorized into having high level of language ability confidence, forty one students (58.55%) are classified into having middle category of language ability confidence, and twenty students (28.57%) are in the level of low category in language ability confidence. It seems that language ability confidence of the students is superior to others. In general, this kind of confidence is classified into middle (64. 28). The description of these data is presented in the following histogram

**Chart. 4**

**Language Ability Confidence**



**e. Self-Confidence**

**Table IV. 6**

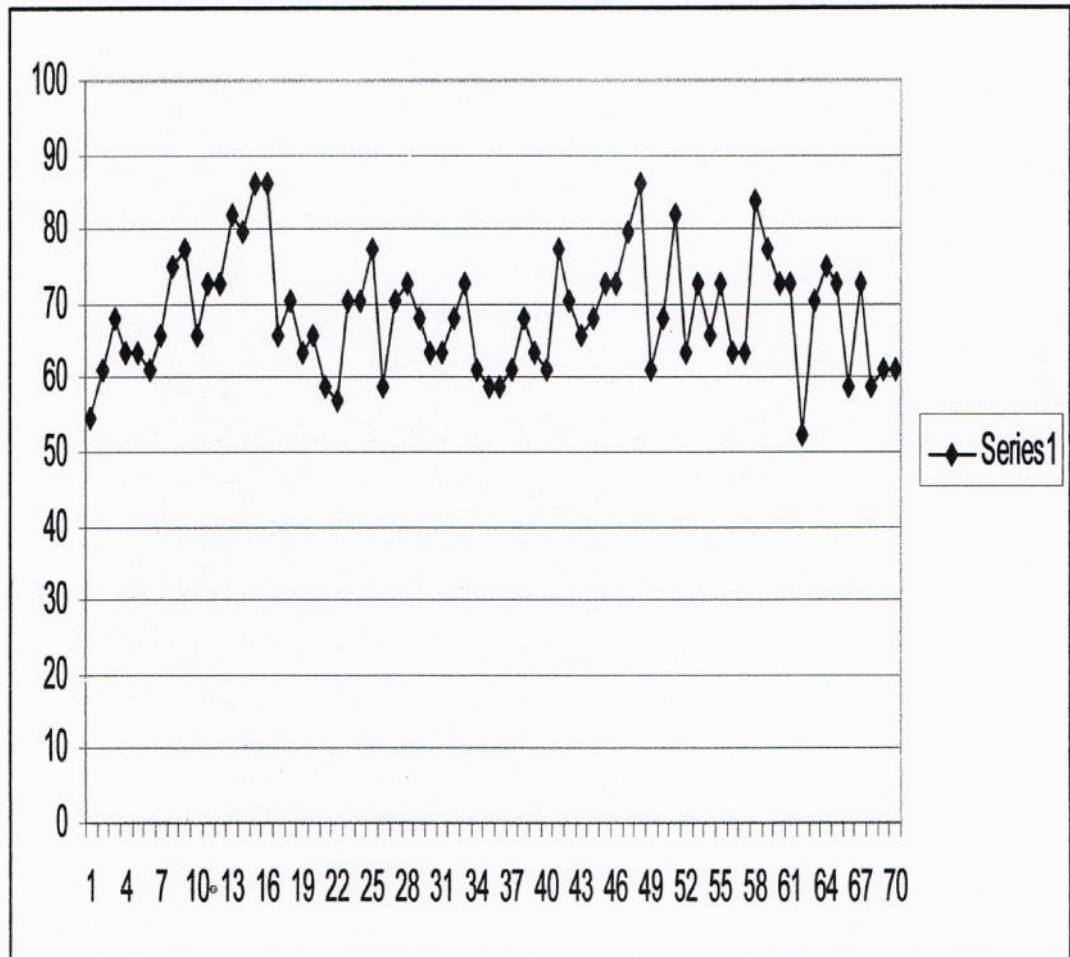
**Category for the Students' Self-Confidence**

<b>NO</b>	<b>RANK</b>	<b>NO. OF RESPONDENT</b>	<b>PERCENTAGE</b>	<b>CATEGORY</b>
<b>1</b>	76 – 100	9	12.85%	High
<b>2</b>	60 – 75	59	84.2%	Middle
<b>3</b>	0 – 59	2	2.86%	Low
<b>4</b>	<b>Total</b>	<b>70</b>	<b>100%</b>	

The data indicate that the majority of the students are classified into having middle level of self-confidence, two students are classified into having low level of self-confidence, fifty nine students are classified into having middle level of self-confidence, and nine students are classified into having high self-confidence. It can be assumed that the students' self confidence is categorized into good. The details of the scores can be illustrated below:

**Chart. 5**

**Students' Self-Confidence**





Based on the data analysis above, it can be seen that:

- a. The Situational confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into low (55.98).
- b. The Communication confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is also classified into low (51.69).
- c. The Language Potential confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into low (49.01) as well.
- d. The Language Ability Confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into middle (64.28).
- e. Generally, the Self-confidence of the students at the second year of SLTPN 17 Pekanbaru is categorized into good.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the data analysis, the research findings are summarized as follows:

- a. The Situational confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into low (55.98).
- b. The Communication confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is also classified into low (51.69).
- c. The Language Potential confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into low (49.01) as well.
- d. The Language Ability Confidence of the students at the second year of SLTPN 17 Pekanbaru, in general, is classified into middle (64.28).
- e. Generally, the Self-confidence of the students at the second year of SLTPN 17 Pekanbaru is categorized into good.

Future research opportunities might attempt to more rigorously measure the correlation between students' self- confidence and their achievement.

#### **B. Suggestions**

Based on the research finding, the writer would like to give some suggestions to the teacher and students.

1. To the teacher
  - a. The teacher must be aware of the importance of self confidence since this is very much important in the EFL classroom.

- b. Based on the conclusion above depicting that the students' confidence falls into good but effort to build more confidence is still necessary to be done more vigorously. Thus the teacher has to play a crucial role to keep motivating the students by asking feed back from students, which promote the students' self-confidence.
- c. The teacher should not overemphasize on the students' mistakes because it can discourage the students and may result in lowering their confidence.

## 2. To the students

- a. The students must believe in his competence and must build a positive attitude toward others.
- b. The students must try encouraging themselves to face the rejection by having a positive perception of themselves and perceive themselves as equal to others.
- c. The students should build realistic expectations towards something they are willing to attain.

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